DOCUMENT RESUME

ED 403 499 CG 025 266

TITLE	A Guide for Pupil Personnel Specialists. Schools in an Aging Society. [Series].
INSTITUTION	Connecticut State Dept. of Education, Hartford.; Connecticut State Dept. on Aging, Hartford.
SPONS AGENCY	Administration on Aging (DHHS), Washington, D.C.
PUB DATE	92
CONTRACT	90AT0494
NOTE	68p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Aging (Individuals); Change; Elementary School Students; Elementary Secondary Education; Family Structure; *Futures (of Society); *Grandparents; *Older Adults; Pupil Personnel Workers; *School Counseling; Secondary School Students

ABSTRACT

This document presents the last in a series of six interrelated guides, the Schools in an Aging Society series, designed to promote education for, with, and about older adults. This guide for pupil personnel specialists provides age-related information on the changing family and workplace. It is appropriate for school counselors, psychologists, and social workers. Changes in family structure, such as fewer children and more older persons, mean that students have different family experiences and needs than did young people of past generations. An increasing number of young people are in homes where primary care is provided to their grandparents, that a growing number of children are under the primary care of their grandparents, and that career opportunities and the workplace are affected by the aging society. School counselors are in a unique position to help young people by working with students individually, in the classroom, with families, and through school-community programs. Lessons in the guide focus on (1) the changing workplace; (2) career opportunities in gerontology; (3) changing families; (4) taking care of a grandparent; and (5) when grandparents are the only parents. Also included are plans and materials for an intergenerational workshop. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 403 499

A GUIDE FOR PUPIL PERSONNEL SPECIALISTS

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Chester

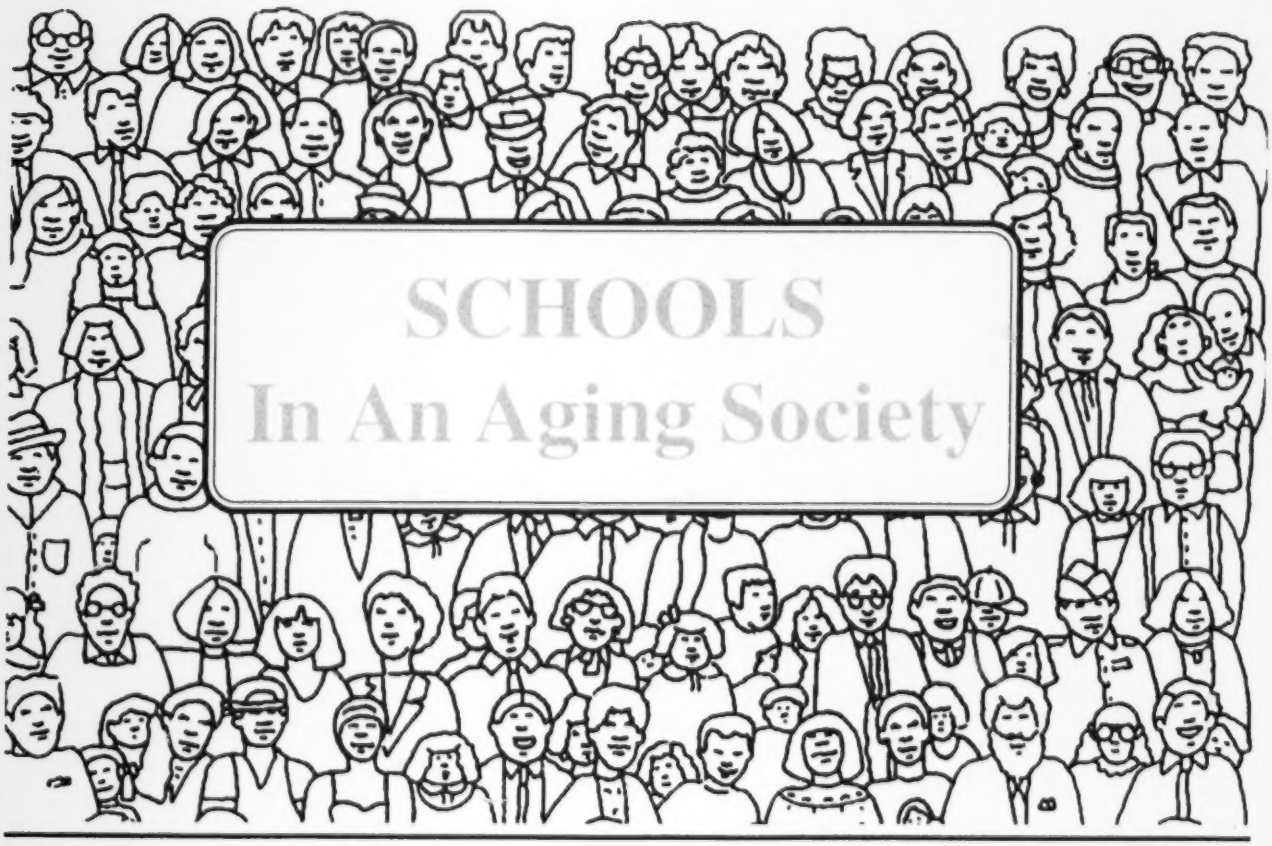
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



SCHOOLS In An Aging Society

CG025268

State of Connecticut

Department of Education and Department on Aging – 1992

State of Connecticut

Lowell P. Weicker, Jr., Governor

Board of Education

John F. Mannix, Chairperson
Lucas Isidro, Vice Chairperson
Glenda M. Armstrong
George T. Carofino
Marcial Cuevas
Beverly P. Greenberg
Michael Helfgott
John Riege
Alphonse Wright

Andrew G. De Rocco (ex officio)
Commissioner of Higher Education

Vincent L. Ferrandino
Commissioner of Education

Department on Aging

Edith G. Prague
Commissioner on Aging

BEST COPY AVAILABLE

CG

Schools In An Aging Society:
A GUIDE FOR PUPIL PERSONNEL SPECIALISTS

Printed Courtesy of ITT Hartford Insurance Group

This project was supported in part by award number 90ATO494 from the Administration on Aging, Office of Human Development Services, Department of Health and Human Services, Washington, DC 20201. Grantees undertaking projects under government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore, necessarily represent official Administration on Aging policy.

CONTENTS

Preface – v
Acknowledgments – vii

Lesson 1 – Changing Workplace – 1
Lesson 2 – Career Opportunities In Gerontology – 8
Lesson 3 – Changing Families – 16
Lesson 4 – Taking Care Of A Grandparent – 19
Lesson 5 – When Grandparents Are The Only Parents – 26

INTERGENERATIONAL WORKSHOP
Organization – 29
Activity 1 – Getting Started – 33
Activity 2 – Who's Who – 36
Activity 3 – What If . . . – 37
Activity 4 – Group Check-Up – 39
Activity 5 – Starting Over – 41
Activity 6 – Life Inventory – 43
Activity 7 – Mime and Gibberish – 46
Activity 8 – Communicating Differences – 48
Activity 9 – Strength Bombardment – 50
Activity 10 – Evaluation – 53

Epilogue – Why Teach About Aging? – 55

PREFACE

Young people need to be aware of the social, political and economic consequences of an aging society. Schools can prepare students with the necessary knowledge, skills and values to participate in this changing world. The intent of the series *Schools in an Aging Society* is to promote education for, with and about older adults. It consists of six interrelated guides.

Strengthening the School-Community Connection shows how schools can be more responsive to the larger community. It is especially beneficial in areas where an increasing proportion of residents are older and have no school-age children. The guide is designed for school administrators, volunteer coordinators, staff developers, and members of local boards of education who seek creative uses of community resources and want to increase intergenerational cooperation. It describes in detail AGES (Advancing Generations' Education through the Schools), a planning model that promotes awareness of older adults through staff development, intergenerational exchange projects, curricular activities, curriculums on aging, and classroom and extracurricular activities. Eight steps are followed in designing an AGES program at either a systemwide or individual school level. Issues such as recruitment, follow-up, and continuity of projects are addressed. The program benefits students, teachers and older residents with minimal resource commitments from any one group.

As the fastest-growing segment of society, older adults can be valuable resources for schools. *Elders as Resources* develops a rationale for intergenerational programs that address the educational and social needs of younger and older persons. Older adults can offer their expertise and experiences to enrich educational programs, as well as satisfy their own needs for meaningful social roles. Younger persons benefit from older persons who serve as positive role models and mentors. *Elders as Resources* suggests seven intergenerational models for classroom teachers. Practical suggestions are given for planning intergenerational programs, facilitating intergenerational discussions and conducting oral history interviews.

The challenges for our society require educators to confront stereotypic images of older adults and to present an accurate and balanced view of aging. Three *Classroom Activities* guides in this series consist of lesson plans for secondary teachers of health and home economics, language arts, and social studies. The suggested activities are designed to address existing curricular objectives and require minimal preparation time. Although learning activities are separated by discipline, teachers are encouraged to use information in other content areas. Since aging is an interdisciplinary subject, many activities would be appropriate in several subjects as well as for promoting interdisciplinary instruction. The activities are intended to help students develop healthy attitudes toward their own aging, realize the lifelong importance of decisions they make as young adults, and understand the interdependence of all age groups.

Finally, a *Guide for Pupil Personnel Specialists* provides age-related information on the changing family and workplace. It is appropriate for school counselors, psychologists and social workers. Changes in family structure, such as fewer children and more older persons, mean that students have different family experiences and needs than young people of past generations. An increasing number of young people are

(continued)

in homes where primary care is provided to their grandparents. Also, a growing number of children are under the primary care of their grandparents. Additionally, career opportunities and the workplace are affected by the aging society. School counselors are in a unique position to help young people by working with students individually, in the classroom, with families, and through school-community programs.

Schools and community organizations can act as catalysts for promoting a supportive social and economic environment for successful aging. The benefits extend to future generations of older people.

ACKNOWLEDGMENTS

The six-part *Schools in an Aging Society* series was developed as part of the Connecticut Aging Awareness Project, a joint effort of the Connecticut State Department of Education and State Department on Aging. The project was funded by the United States Administration on Aging and ITT Hartford Insurance Group.

Laura Donorfio, project assistant, contributed in countless ways to the development of these materials, including researching topics, typing, reviewing, editing and organizing material.

David Shuldiner, humanities program coordinator for the Connecticut State Department on Aging, was the lead author of the guide, *Elders as Resources*. He worked closely with educators and social service agencies to provide intergenerational program recommendations.

Mark A. Edinberg, originator of AGES (Advancing Generations' Education through Schools), was the lead author of *Strengthening the School-Community Connection*. He worked closely with schools that have implemented the AGES planning model.

The ideas found in the discipline guides of *Schools in an Aging Society* come from many individuals whose contributions may not be acknowledged here, but whose efforts are greatly appreciated. Numerous ideas were generated from outstanding educators participating in Connecticut's Institute for Teaching and Learning over the past four years. The following educators served in advisory capacities and provided background information, classroom suggestions and organizational ideas for the *Classroom Activities* guides.

Jean Ann Anliker, University of Connecticut Cooperative Extension System
Diane Arifian, Brookfield High School
Clare Barnett, Danbury public schools
Dorothy Billington, Hartford Teacher Center
Rachel Bird, Fairfield High School
Kathy Brophy, State Department of Education
Ronald Burke, Vernon public schools
Jean Burkus, Amity Regional Junior High School, Orange
Marsha Casey, Conard High School, West Hartford
Gina Cristalli, Elmwood Senior Center, West Hartford
Diane Gatto, Masuck High School, Monroe
Jo Ann Hoff, State Department of Education
Jan Horn, Manchester Board of Education
Jim Horton, Cromwell High School
Patricia Jacqueline, Windsor High School
Michael Krochmalny, State Department of Motor Vehicles
Christine Lewis, Connecticut Department on Aging
Rita Madigan, Bridgeport Central High School
Linda Masterson, Canton High School
Kevin Mahoney, Office of Policy and Management
Debra Neary, Rainbow Family Day Care, Southington
Mary Nietupski, Connecticut Bar Association

(continued)

David O'Connor, E.O. Smith High School, Storrs
Frances Pass, Bloomfield public schools
Judith Sellers, Uncas on the Thames
Stephen S. Sheridan, Branford High School
Helen Silchenko, Bloomfield High School
Selina Strong, Fairfield Parent-Teacher Association
John Sutherland, Manchester Community College
Jean Wells, Glastonbury High School
Bob Wessman, Plainville High School
Peter Wild, Glastonbury public schools
Deb Zak, State Department of Education

Other ideas for classroom activities were developed from efforts of national leaders in the field of aging education, most notably Fran Pratt, director of the Center for Understanding Aging in Southington, Conn. He offered valuable suggestions as an outside reviewer of the materials.

Bruce Craig, aging program specialist for the U.S. Administration on Aging, offered helpful suggestions and encouragement throughout the development of these materials.

Beverly Hynes-Grace, assistant vice president, and Cindy Hellyar, project coordinator, for Corporate Gerontological Development at ITT Hartford's Personal Lines Insurance Center, facilitated teacher training, printing and dissemination efforts.

Betty Sternberg, associate commissioner, Division of Teaching and Learning, and George Coleman, chief of the Bureau of Early Childhood Education and Social Services of the State Department of Education, recognized the significance of aging issues for schools and made it possible for the project to be developed.

Don Goranson, editor, Division of Teaching and Learning, with the assistance of Janet Montague, made appropriate changes both in style and content and prepared the manuscripts for publication.

Donna P. Couper, Director and Principal Writer
Connecticut Aging Awareness Project

Daniel W. Gregg, Consultant in Social Studies
Connecticut State Department of Education

LESSON 1
Changing Workplace

Introduction

Demographic trends affecting the workplace require the attention of pupil personnel specialists, especially school guidance counselors. Many individuals are unaware of the significant impact the increased number of older persons will have on the workplace. As both the numbers and proportion of older people increase, school counseling programs can better serve students if they are prepared for this aspect of our changing world. This lesson is divided into four parts, with corresponding handouts. The first emphasizes the growing interest in aging issues by considering demographic statistics. The second relates general effects on the workplace that will result from the increased older population. The third presents the issue of aging and the workplace on a personal level, allowing students to sample areas of generational conflict. The fourth part explores the validity of common concerns about older workers.

Objectives

Students will:

- learn that the proportion of older people is expected to exceed that of younger people in the 21st century;
- discuss changes in the workplace resulting from an increase in older people; and
- consider personal attitudes about working with older adults.

Key Terms

demographics, employees, employers

Materials

Handouts: "Demographic Trends," "Effects Of An Aging Society," "Situations For Discussion," and "Myths About Older Workers" (see pages 3 - 7)

Procedures

1. Introduce the lesson with the first handout, "Demographic Trends." Emphasize the significant population shift. Encourage responses to the questions at the end of the handout.
2. The first handout introduces the second, "Effects Of An Aging Society." Discuss each major section in the second handout, using examples of businesses familiar to students.
3. Read each situation described in the third handout, "Situations For Discussion." As an alternative strategy, ask student volunteers to prepare a short role-play of the situation.
4. Student reactions to the situations will lead to the fourth handout, "Myths About Older Workers." Discuss each statement, inviting positive examples of successful older employees. When students raise negative experiences, emphasize that the negative situation may not be attributed to old age. It is likely that a difficult and demanding older person also was difficult and demanding when he or she was young.

Extension Activities

- Hold a career fair that includes information about positions working with older adults, such as senior center directors, directors of social service agencies, social workers for retirement facilities, nursing home administrators, geriatric therapists, adult day-care recreation coordinators and area agency on aging planners.

- Organize a senior outreach volunteer program for high school students who could assist elders in odd jobs, visitation or in the delivery of meals. The program can be a special activity for existing school clubs and service organizations, or a separate school group. For example, Newington (Conn.) High School organized a senior-to-senior group with high school seniors and senior residents in the community. In preparation for the activities, students benefited from after-school meetings with guest speakers, who reviewed listening skills, health issues and positive attitudes about aging.

- Develop a list of older residents who are experts in given fields, e.g., meteorologists, artists, musicians, business executives, mechanics. Refer them to students who are interested in similar fields.

- Let students know that taking courses in gerontology and/or volunteering to work with older adults during their regular postsecondary education could increase future job placement opportunities. Businesses that serve older people may look more favorably on job candidates who have prior experience working with older adults and/or academic training in gerontology.

- Use older adults as volunteers to staff the high school career center. Bridgeport (Conn.) Central High School has a long-standing program using retired guidance counselors as volunteers. The program is designed to meet the needs of both students and the retired educators. So popular is the center, that the career counselor who coordinates the program has a waiting list of persons who want to volunteer.

- Arrange for students to conduct interviews with older persons who have worked in a field of interest to the student. The interview might include questions about job duties, career paths to and from the job, outlooks for the job in the future, a typical day, obstacles or difficulties.

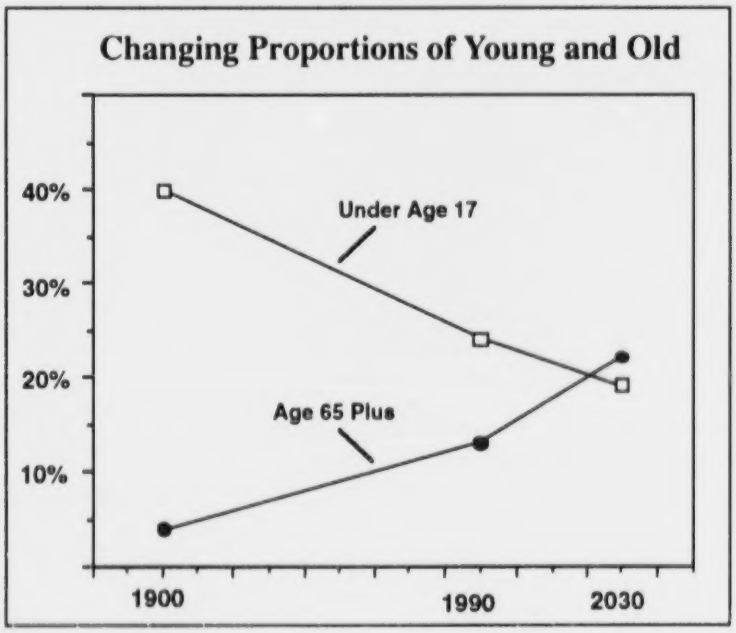
- Arrange small career education discussion groups around case studies involving young people with older customers, supervisors or co-workers. The discussion group might include older adults who would offer different perspectives to possible intergenerational conflicts at work.

Demographic Trends

(For Use With Lesson 1 On Page 1)

Between the years 2000 and 2030, the over-65 population in the United States is expected to nearly **double** from 35 million to 66 million. The projected increase in 55-plus persons is from an estimated 59 million in 2000 to 101 million in 2030. The fastest-growing segment of the senior age group is the 85-plus – the "old-old" population – who are more likely to need support services. The increase in older persons will escalate when the baby-boom generation born between 1946 and 1964 begins to retire around the year 2010.

As the proportion of older people increases, the proportion of younger people is declining. For example, the percentage of children and teenagers was 40 percent in 1900, 24 percent in 1990, and is expected to be around 19 percent in 2030. This is compared to the percentage of older adults over 65, which consisted of only 4 percent of the population in 1900 and 13 percent in 1990. By the year 2030, the over-65 population is expected to increase to 22 percent, exceeding the percentage of people under age 17.



As you consider the graph above, imagine what it must have been like in 1900, when 40 percent of the United States population was under 17. Then imagine what it will be like in the near future, when persons over 65 outnumber those under 17. How old will you be in the year 2030? Your parents? Your teachers? How might you personally be affected by these changing demographics? What will young people need to know in order to prepare for changing workplace environments due to the aging of society?

Effects Of An Aging Society

(For Use With Lesson 1 On Page 1)

The following is a sample of the expected changes young people will experience when they enter the work force. As the number and percentage of older persons increase, both the nature of work and the work environment will change. Regardless of their career choices, young people will work with more older people than they have at any other time in history. Consider the following changes.

- **More young adults will be working in businesses that serve older people – known as the *mature market*.** In the mid-20th century, when the baby boom occurred, businesses concentrated on serving young children and two-generation nuclear families. As we enter the 21st century and as the baby boom generation ages, businesses are shifting their emphasis to serving older adults and multigenerational families. This shift is affecting traditionally youth-oriented businesses such as sports and fitness clubs, as well as travel and hospitality industries and traditionally elder-oriented businesses such as financial services, senior adult housing and health care.
- **More older people will be in the work force.** Since the overall health status of older persons is improving and fewer jobs are physically demanding, more older adults will be able to work longer than in previous generations. Some older adults will want to work for personal and financial benefits, while others will need to work due to financial necessity.
- **More young adults will be working with older adults as their supervisors, co-workers and subordinates.** Many companies offer training for their employees on ways to avoid racism and sexism in the workplace. Managers are told to be fair in their hiring, promotion and supervision of people of different races or gender. In the future, companies will add ageism to their concerns. Young people who are sensitive to age, race and gender issues will be more effective employees.
- **More people will combine work and educational pursuits throughout their adult lives.** The rigid separation between work and education is fading as more adults – including older adults – seek continuing education in various subjects and levels. College classrooms and community adult education programs will consist of students from a wide range of ages. Adult education, the fastest-growing area of education, will continue to increase as future retirees seek self-development opportunities in art, music, computers and cross-cultural experiences. Many older persons will be learning skills and knowledge of subjects in which they had little or no previous background. Public schools no longer will be thought of as institutions just for children. Many will serve the larger community through innovative programs for people of all ages.
- **The wider age range in the work force will encourage business to offer part-time and flextime positions.** More flexible schedules will benefit older adults who want to work less than full time. More flexible work options will benefit other age groups, including young adults going to college and parents of young children with competing work and home responsibilities.

What do young people need to know to be prepared for the changing workplace? First, they need to develop positive attitudes about aging and the aged. They need positive experiences working alongside older adults in meaningful ways or, at the very least, opportunities to witness productive older people who can serve as positive role models for their own future years.

Second, students need basic information about the aging process, along with practical applications related to their own and others' aging. When working with or for older adults, special considerations to their physical, social, financial and psychological needs may be necessary.

Third, students will need to understand that older people are not a homogeneous group. The experiences, interests, health status and financial status of older adults are more diverse than any other age group.

From accountants to police officers, and hairdressers to store clerks, tomorrow's employers and employees will be more effective if they understand and appreciate the variety of needs and circumstances among older adults. The marketplace and workplace are shifting from a focus on youth to a focus on older adults. Are you prepared? What can you do to increase your knowledge about and experience in working with older adults?

Situations For Discussion

(For Use With Lesson 1 On Page 1)

Situation 1

This is Terri's second week as a clerk in an art supply store. She works after school Monday through Friday, and on weekends. Many of the store's customers are retired older people. On this leisurely Wednesday afternoon, Terri and a young co-worker (Matt) were the only employees on duty. Business was slow, with only a few browsing customers.

Matt – himself a relatively new employee – prided himself on teaching Terri what he knew about the business. He took a moment to tell her about some of their older customers. "One old woman came in here yesterday. She was so old I don't know why she wanted art supplies. She wanted to know where the watercolors were, so I told her. I must have told her five times, then I finally had to walk her over to the aisle."

Terri was somewhat embarrassed. Could any of the customers hear their conversation? What would they think? She wanted to tell Matt a thing or two, but didn't know what to say. Matt shook his head and with a roll of the eyes said, "Some of them – man, I don't know why they bother. They can't hear. They can't walk. They can't think. Like, take a pill and be done with it. You know what I mean?"

What Do You Think? How would you describe Matt's attitude? If you were Terri, what would you do or say? If you were a customer and overheard the conversation, what would you do or say?

Situation 2

Theresa, a recent high school graduate, was sitting in the reception area waiting to be interviewed for a job. This would be her first *real* job, even though it was only part time. Her typing, spelling and math skills were good – all the things she would need to be a good receptionist and office assistant. While waiting for the interview, Theresa imagined herself behind the office desk answering the phone.

After a short while the personnel director came out, talking with an older woman. At first the pleasant and confident-appearing woman seemed like an employee. But by their conversation it was apparent that she too was a job applicant. Theresa's mind began to wander. Could she be applying for the same job? Why would a woman this age want to work? Shouldn't old people quit and make room for young people who need the job more?

What Do You Think? If you were Theresa, how would you feel? What suggestions could you offer Theresa?

Myths About Older Workers

(For Use With Lesson 1 On Page 1)

Common myths about aging create questions as to the effectiveness of older workers. Obviously, older workers – like younger workers – vary in skills, abilities and attitudes. The following concerns frequently are raised about older workers; a discussion of factual evidence is included.

1. **Older workers are absent more than younger workers.**
   The attendance records of workers 65 and over generally are equal to or better than those of most other age groups. Their sense of loyalty and personal pride in their work reflect the attitudes of the period in which they grew up. It remains to be seen whether the current younger generation will be as loyal or conscientious when they are older employees.

2. **Older workers are not safe workers.**
   Older workers generally have fewer workplace accidents than younger workers. However, once an older worker is injured, he or she is more likely to have a serious injury and be out of work longer. The recovery time of older persons tends to be longer.

3. **Older workers are less productive.**
   The productivity of older workers does not decline merely because of age. In most jobs, older workers perform as well as younger workers. The age of an employee is a poor predictor of job performance. Other qualifications, such as experience, interests and attitudes, are better predictors of how productive an employee will be.

4. **Older workers are inflexible and set in their ways.**
   This depends on the individual. Older workers generally have had to adapt to numerous changes throughout their lives. Individuals at any age may be less flexible about specific circumstances of importance to them. For example, some older workers may be more insistent about work schedules, preferring part-time work to satisfy their financial and personal needs.

5. **Older workers are slower.**
   Most people do not realize that response or reaction time begins to slow at about age 25. However, for many jobs, older workers maintain a satisfactory production rate by being more consistent and regular than younger workers. Younger workers may be sporadically faster, while older workers tend to maintain a more steady pace.

6. **Older workers cannot learn new skills.**
   Studies show consistently that older persons in good health can learn new knowledge and skills, including the use of new technology. What prevents older workers from learning is more likely to be negative expectations from others.

LESSON 2
Career Opportunities In Gerontology

Introduction

Young people may avoid gerontology as a field of study because they lack knowledge about career options. Students need to know that careers related to aging are not limited to nursing home positions. Career counselors will find the handouts in this lesson useful for colleagues and classroom teachers, and for use in student counseling and special programs such as career fairs.

Objectives

Students will:

- become familiar with the terms *gerontology* and *geriatrics;* and
- consider the variety of careers which involve working with older adults.

Key Terms

gerontology, geriatrics

Materials

Handouts: "Career Opportunities In Gerontology," and "Postsecondary Gerontology Education" (see pages 9 - 15)

Procedures

Pupil personnel specialists may use these handouts in a variety of ways; suggestions follow.

- Share the handouts with other pupil personnel specialists in department meetings so they are aware of the changing career trends due to an increasing older population.
- Make the handouts available to classroom teachers, who can show students how course content is of practical value. Teachers even may consider second-career options for themselves related to gerontology.
- Ask student volunteers to design a bulletin board on career options in gerontology, using the material in the lesson along with magazine pictures of older adults.
- Arrange volunteer opportunities for students at local organizations that serve older adults. This activity not only would be educational, but would strengthen student relationships with community groups.
- Invite gerontologists from a local postsecondary school to speak to students or provide materials on courses in gerontology.
- Use the Postsecondary Gerontology Education lists to show students the extent to which gerontological education is becoming a growing field of study at colleges and universities.

Career Opportunities In Gerontology

(For Use With Lesson 2 On Page 8)

Gerontology – the study of aging – covers a broad range of career options. *Social gerontologists* include social workers, retirement counselors, recreation directors and community organizers. Sometimes the term *applied gerontologists* is used to describe practitioners in direct service to older adults, such as nutritionists or physical therapists. A new field is *industrial gerontology,* which addresses connections between business and aging, either among employees or with customers. *Geriatrics* refers to the medical aspects of gerontology. More health care professionals are specializing in geriatric medicine; these include geriatric dentists, geriatric nurses and physicians who are called *geriatricians.*

As the number of older adults increases, so will the demand for professionals and paraprofessionals trained in the field of aging. Positions working with older adults constitute one of the leading projected growth areas in the United States.

For many, gerontology will be a secondary specialty within a given profession. For example, a teacher might specialize in adult education. A librarian might work primarily in older adult services. An employee in a landscaping business might focus on serving older customers. An interior designer or an architect might specialize in environmental designs for persons with different sensory or physical abilities.

Too often, gerontology is associated with nursing homes. People from a variety of jobs can benefit from gerontological training. The older adult population consists of both well, active individuals and frail, at-risk individuals. This means that a variety of workplace environments, including education, leisure services, human services, health care and financial services, serve older people. Organizations serving older adults include various housing facilities, rehabilitation settings, and community and religious organizations.

A list of career opportunities for gerontology specialists follows. The list is from *Opportunities in Gerontology Careers* by Ellen Williams (Lincolnwood, IL: National Textbook Company, 1987), and is used with permission.

Counseling
Social Worker
Volunteer Coordinator
Employment Counselor
Leisure Counselor
Retirement Counselor
Rehabilitation Counselor
Psychologist
Psychiatrist
Second-Career Counselor

Education/Enrichment
University Gerontology Teacher
Adult Education Teacher
Elderhostel Coordinator
Pre-Retirement/Retirement Workshop Leader
Cooperative Extension Instructor
Continuing Education Instructor
Gerontology In-Service Staff Teacher
Librarian in Older Adult Services
Recreation Director
Arts Therapist

Communications
Script Writer
Newspaper Reporter
Magazine Free-Lance Writer
Radio Broadcaster
Media Watch Organizer
Documentary Filmmaker

Administration
Nursing Home Administrator
Senior Center Director
Manager – Senior Housing Project
Nutrition Site Coordinator
Public Health Administrator
Administrator of a Gerontological Foundation

(continued)

Government/Business/Industry
Industrial Recreation Director
Pension Advisor
Investment Counselor
Travel Agent
Director – Area Agency on Aging
Office on Aging Outreach Worker
Director – Employment Agency for Older Adults
Personnel Director/Pre-Retirement Program Coordinator
Environment Design Specialist
Architect
Insurance Personnel
Insurance Representative

Social Sciences/Community Planning
Economist
Historian
Market Research Analyst
Political Scientist
Researcher
Demographer
Policy Planner
Social Activist/Community Organizer
Consumer Advocate
Environmental Designer/Architect
Tenant Advocate
Staff Development Officer
Engineer/Scientist
Psychologist
Sociologist
Urban and Regional Planner
Transportation Coordinator
Legislative Analyst/Lobbyist
Ombudsman

Health
Chiropractor
Dentist
Optometrist
Osteopath
Physician
Podiatrist
Licensed Practical Nurse
Registered Nurse
Geriatric Nurse Practitioner
Dietician
Occupational Therapist
Physician Assistant
Respiratory Therapist
Dental Hygienist
Home Health Aide
Geriatric Aide
Nutritionist
Speech Pathologist/Audiologist
Recreation Therapist
Arts Therapist (Music, Art, Drama, Dance)
Medical Laboratory Technician
X-ray Technician
Ophthalmologist

Social Services/Paraprofessional
Home-Delivered Meal Worker
Chore Services Worker
Senior Citizens Center Van Driver

Criminal Justice
Lawyer
Crime Prevention Program Coordinator
Law Enforcement Officer

From Williams, Ellen. *Opportunities In Gerontology Careers.* Lincolnwood, IL: National Textbook Company, 1987. Used with permission.

Postsecondary Gerontology Education

(For Use With Lesson 2 On Page 8)

The associate, bachelor's, master's and doctoral degrees in gerontology are expanding in most postsecondary institutions. As the number of older persons increases, so do the anticipated interest in and need for gerontologists. In general, the higher the degree requirement, the greater the responsibilities and potential income. The associate degree, or two-year program, generally leads to a paraprofessional position. The bachelor's, or four-year program, generally leads to an entry-level position involving direct service to the client. The master's and other graduate degrees lead to administrative positions.

Lists of institutions offering certificates and degrees in gerontology at the associate, undergraduate, graduate and doctoral levels follow. Certificate programs usually require 18 college credits of gerontology-related courses and generally include at least one practicum experience. Certificates are designed for undergraduates interested in working with older adults in relation to their undergraduate major, e.g., business, nursing, social work. Degree programs still are multidisciplinary, but usually require a minimum of 30 credits in gerontology along with other academic course requirements. For an updated list of institutions offering gerontology programs, contact the Association for Gerontology in Higher Education, 1001 Connecticut Avenue, NW, Suite 410, Washington, DC 20036-5504; (202) 429-9277.

Institutions Offering Certificates In Gerontology

Associate Level
Aquinas College
Canisius College
Cape Cod Community College
DuPage, College of
Lansing Community College
Madonna College
Montay College
Mott, Charles S., Community College
North Shore Community College

Undergraduate Level
Abilene Christian University
Akron, University of
Alabama, University of, at Birmingham
American International College
Aquinas College
Arkansas, University of, Pine Bluff
Auburn University
Avila College
Baldwin-Wallace College
Bethune-Cookman College
Boston University
Bridgeport, University of
Caldwell College
California State University, Long Beach
California State University, Los Angeles
California State University, Sacramento
California University of Pennsylvania
Canisius College
Cedar Crest College
Central Florida, University of
Cleveland State University
Colorado State University
District of Columbia, University of the
East Stroudsburg University
Edinboro University of Pennsylvania
Findlay, University of
Florida International University
Florida State University

(continued)

From Williams, Ellen. *Opportunities In Gerontology Careers.* Lincolnwood, IL: National Textbook Company, 1987. Used with permission.

Florida, University of
Fordham University
Gannon University
George Mason University
Georgia State University
Hawaii, University of, at Manoa
Illinois Benedictine College
Indiana University
Iowa, University of
Kansas State University
Kean College of New Jersey
Kent State University
Lander College
Lourdes College
Lynchburg College
Madonna College
Mankato State University
Massachusetts, University of, at Boston
Mercy College of Detroit
Missouri, University of, St. Louis
Molloy College
Nebraska, University of
New Mexico State University
Oregon State University
Pennsylvania State University
Portland, University of
Ramapo College of New Jersey
Rhode Island College
Ryerson Polytechnical Institute
Saint Edward's University
Saint Elizabeth, College of
Saint Joseph College
Saint Mary-of-the-Woods College
Saint Scholastica, College of
San Diego State University
Scranton, University of
Slippery Rock University
South Alabama, University of
South Carolina, University of
Stockton State College
Syracuse University
Temple University
Texas, University of, Southwestern Medical Center at Dallas
Utah, University of
Utica College of Syracuse University
West Virginia University
Wisconsin, University of, La Crosse
Wisconsin, University of, Madison
Wisconsin, University of, Milwaukee
Wright State University
Wyoming, University of
York College of Pennsylvania

Graduate Level
Abilene Christian University
Akron, University of
Alabama, University of
Alabama, University of, at Birmingham
American International College
Arizona State University
Arizona, University of
Arkansas, University of, Little Rock
Baylor College of Medicine
Boston University
Bowling Green State University
Bridgeport, University of
California State University, Fullerton
California State University, Long Beach
Canisius College
Case Western Reserve University
Central Florida, University of
Connecticut, University of
District of Columbia, University of the
East Carolina University
East Stroudsburg University
Eastern Michigan University
Florida International University
Florida State University
Florida, University of
Gannon University
George Mason University
Georgia State University
Georgia, University of

(continued)

Hawaii, University of, at Manoa
Incarnate Word College
Indiana University
Iowa, University of
Kansas State University
Kansas, University of
Kentucky, University of
Maryland, University of, College Park
Miami University
Michigan, University of
Missouri, University of, Kansas City
Missouri, University of, St. Louis
Morgan State University
National-Louis University
Nebraska, University of
New York Medical College
North Carolina State University
North Texas, University of
Northeast Louisiana University
Northern Colorado, University of
Northern Illinois University
Nova University
Old Dominion University
Oregon, University of
Pittsburgh, University of
Portland, University of
Rhode Island, University of
San Francisco State University
San Jose State University
Slippery Rock University
South Alabama, University of
South Florida, University of
Southern California, University of
Southern Illinois University, Carbondale
Southern Illinois University, Edwardsville
Southern Maine, University of
Syracuse University
Temple University
Texas, University of, Medical Branch at Galveston
Toronto, University of
Trenton State University
Tulane University
Utah, University of
Virginia Commonwealth University
Virginia Polytechnic Institute & State University
Wayne State University
West Virginia University
Wisconsin, University of, Madison

Doctoral Level
Akron, University of
Boston University
Iowa, University of
Kansas State University
Maryland, University of, College Park
Syracuse University
Temple University
Virginia Polytechnic Institute & State University
Wisconsin, University of, Madison

Continuing Education Level
Allegheny Community College
Avila College
Bethune-Cookman College
Boston University
Calgary, University of
California State University, Fullerton
Canisius College
Cape Cod Community College
Del Mar College
Delaware, University of
Dundalk Community College
Florida International University
Florida, University of
Harvard Geriatric Education Center
Hunter College
Iowa, University of
Maryland, University of, College Park
Metropolitan State College of Denver
Molloy College
Montay College
Mount Royal College
Niagara College of Applied Arts & Technology

(continued)

Portland, University of
Rhode Island College
Ryerson Polytechnical Institute
Saint John Fisher College
Saint Joseph College
Saint Mary-of-the-Woods College
Stanford University
Syracuse University
Temple University
Texas A & I University
Texas, University of, Southwestern Medical Center at Dallas
Union County College
Vermont, University of
West Virginia University

Medical Doctorate Level
Baylor College of Medicine
Boston University

Post Doctoral Level
California, University of, Los Angeles
Stanford University

Institutions Offering Degrees In Gerontology

Associate Level
Dundalk Community College
King's College
Kingsborough Community College
Lansing Community College
Lourdes College
Madonna College
Minnesota, University of
Montay College
Mott, Charles S., Community College
North Shore Community College
Pennsylvania State University
Saint Mary-of-the-Woods College
Union County College

Undergraduate Level
Alfred University
Aquinas College
Arkansas, University of, Pine Bluff
Bowling Green State University
California State University, Sacramento
California University of Pennsylvania
Central Washington University
Hawaii, University of, at Manoa
Kent State University
King's College
Long Island University
Lourdes College
Madonna College
Massachusetts, University of, at Boston
McMaster University
Minnesota, University of
Molloy College
National-Louis University
North Carolina, University of, Greensboro
North Texas, University of
Northern Colorado, University of
Oregon, University of
Quinnipiac College
Rhode Island, University of
Saint John Fisher College
Saint Mary-of-the-Woods College
San Diego State University
Scranton, University of
South Florida, University of
Southern California, University of
Southwest Missouri State University
Spring Arbor College
Texas, University of, Southwestern Medical Center at Dallas
Utica College of Syracuse University
Wichita State University

(continued)

Graduate Level

Abilene Christian University
Appalachian State University
Arizona, University of
Arkansas, University of, Little Rock
Baylor University
Brown University
Central Missouri State University
Coppin State College
Eastern Illinois University
Incarnate Word College
La Trobe University
Long Island University
Mankato State University
Miami University
Minnesota, University of, St. Louis
National-Louis University
Nebraska, University of
North Texas, University of
Northern Colorado, University of
Nova University
Oregon, University of
Pennsylvania, University of
Roosevelt University
Saint Cloud State University
Saint Joseph College
Saint Scholastica, College of
Salamanca, Universidad de
San Francisco State University
San Jose State University
Sangamon State University
Simon Fraser University
South Florida, University of
Southern California, University of
Southern Mississippi, University of
Texas Tech University
Virginia Commonwealth University
Webster University
Western Illinois University
Wichita State University

Doctoral Level

Massachusetts, University of, at Boston
Southern California, University of

From Williams, Ellen. *Opportunities In Gerontology Careers.* Lincolnwood, IL: National Textbook Company, 1987. Used with permission.

LESSON 3
Changing Families

Introduction

As classroom teachers and pupil personnel specialists deal with blended and single-parent families, they must address multigenerational family circumstances. Young people need to understand and appreciate the variety among multigenerational family arrangements. In some families, members may be providing the primary care to a dependent grandparent. In others, a grandparent may be the primary caregiver to the youngest generation. This activity provides an overview of general trends in multigenerational families. It may be used with parent-teacher organizations, in-service courses for educators and classroom presentations.

Objectives

Students will:

- understand general trends leading to more generations in families;
- identify ways in which more generations are affecting families;
- discuss how family structure affects family relationships and interactions; and
- diagram a genogram of their own family.

Key Terms

horizontal and vertical families, family dynamics, family constellations, eldercare, genogram

Materials

Handout: "Changes In The Family: An Overview" (see pages 17 and 18)

Procedures

1. Introduce and have students read the handout. Encourage student comments with leading questions. Discuss how family structure affects interactions. Use a simple illustration, such as what it is like for families of different sizes, shapes and ages when it is time to get ready in the morning and there is only one bathroom. Who is responsible for whom? What are the conversations like? Who in the family gets first priority? Last priority?
2. Illustrate on the chalkboard sample genograms of families with divorced, unmarried and remarried parents.
3. Ask students to draw their own family genograms, emphasizing numbers and gender in each generation.
4. Invite students to speak with you after class or at another convenient time if they have additional questions or comments regarding the reading.

Extension Activities

- Talk with the school librarian about resources on multigenerational families. Ask if additional audio and print materials might be ordered.
- With student assistants, design a bulletin board that illustrates multigenerational families.
- Hold an after-school discussion with classmates whose grandparents are living with them.
- When counseling students individually, consider intergenerational issues which might influence students attitudes, behaviors and academic performance.

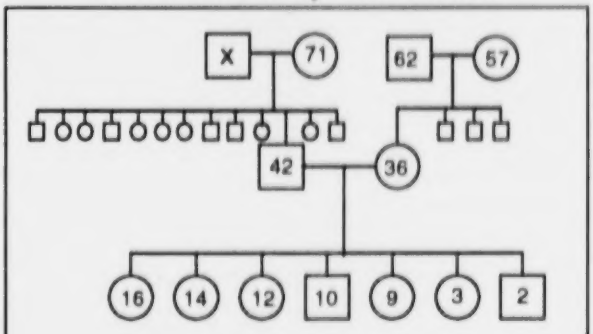
Changes In The Family: An Overview

(For Use With Lesson 3 On Page 16)

Family constellations are similar to constellations of stars. Families are groups or clusters of persons with different personalities and relationships. Star constellations come in different shapes and sizes. So do family constellations. Changes in star constellations occur over millions of years, as some stars dissolve and others are formed. Unlike stars, family constellations change dramatically and rapidly. One reason for the changes in families is related to the growing older population and shrinking younger population. As a result, family constellations consist of fewer children and more older adults.

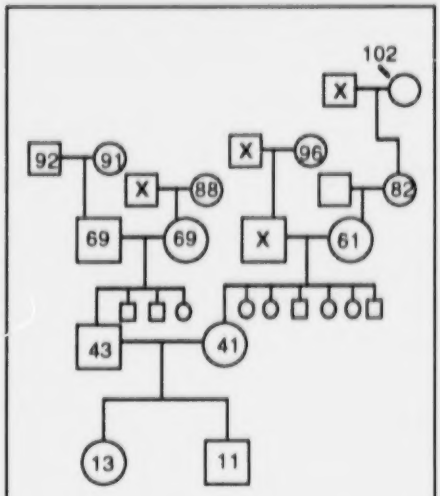
How do these demographic changes affect the shapes and sizes of family constellations? Families are becoming less *horizontal* (with fewer children) and more *vertical* (with more generations). This is illustrated in the family trees or *genograms* of one family constellation over a 25-year period, 1965 to 1990. Compare the number of generations and the number of persons within each generation in the two diagrams.

Horizontal Family Constellation



Family Genogram, 1965

Vertical Family Constellation



Family Genogram, 1990

In 1965, the youngest generation consisted of seven siblings – five females, represented by the circles, and two males, represented by the squares. Their father, age 42, was one of 13 children, and their mother, age 36, was one of four children. When the oldest was 16, there were three living grandparents and no living great-grandparents.

In 1990, 25 years later, the 16-year-old daughter was 41, married and had two children – a girl, 13, and boy, 11. Her husband, age 43, was one of four children. The youngest generation had three living grandparents, six great-grandparents and one great-great-grandmother.

Certainly not all families in 1965 and 1990 were like these examples. Nor do the examples illustrate other family trends, such as divorce, remarriage, adoption and single parenting. However, the examples do indicate general trends in how family constellations have changed in such a short time due to the aging of society. In 1900, only 17 percent of children under age 15 had three or four living grandparents. Today, a majority of young people have three or four living grandparents and some even have the same number of living great-grandparents.

The following discussion highlights changes in contemporary families.

- **The number of relationships between generations is increasing.** Four- and five-generation families are common, exposing children to longer relationships with older generations than those experienced by their parents or grandparents.

- **The number of relationships within generations is decreasing.** Since families are having fewer children, sibling relationships – relationships within generations – are less numerous.

- **More relationships in families are adult oriented.** Parents will know their children as grown adults two, three or four times longer than they will know them as children. Grandparents are seeing the graying of their grandchildren. More parent-child and grandparent-grandchild relationships exist between two adults.

- **Adult children will spend more years in parent care than their parents did in child care.** Women in the United States currently average more years in parent care than in child care. The level of care ranges from daily care maintenance of feeding and dressing to occasional monitoring and supervision.

- **More grandchildren are taking care of their grandparents.** Many children, from elementary school to college age, are secondary caregivers to their grandparents after school and on weekends. This creates different roles and expectations among grandchildren and grandparents than are traditionally portrayed.

- **More grandparents are taking care of their grandchildren.** The 1990 U.S. Census reported that 3 million, or 5 percent of children, have grandparents as their primary caregivers. This trend is across racial and socioeconomic groups and has enormous social and legal ramifications.

- **The "sandwich" generation is caught in the middle of dependent parents and dependent children.** They have trouble deciding where their primary loyalties and priorities should be – to their parents, spouses or children. More families are wrestling with roles and responsibilities of adult children to their aging parents.

- **More people associate death with old age.** Members of the current older generation, when they were young, experienced deaths of infants and children due to childhood diseases and of young men due to war. Except for the increase in violent deaths among young people, children today are more likely to experience deaths of older people.

- **"Old" is older than it used to be.** The term *old* is generally reserved for the last living generation. With more generations of great-grandparents and even great-great-grandparents, grandparents who are in their 50s or 60s are not perceived by others in the family as being as old as they might have been in earlier times.

Now it is your turn. Draw your own family genogram. The objective is to diagram your family constellation by showing the number, ages and genders of people in your family.

LESSON 4
Taking Care Of A Grandparent

Introduction

Conflicts and hassles are common in any living situation. The issues involved in multigenerational households, however, are somewhat different from those in two-generational households. When grandparents, their adult children and grandchildren reside together, confusion over expectations, independence and divided loyalties are common. Since it usually is easier to see solutions to problems in someone else's family, this activity uses a case study approach to examine the dynamics in eldercare-giving families. The suggested activity and handouts can be adapted for after-school student groups or peer counseling programs. They also can be adapted as secondary classroom exercises in health, home economics or social studies courses.

While pupil personnel specialists are trained to consider the parent-child relationship, they are less likely to explore the effects of multigenerational family relationships on young people. This exercise may be used to sensitize pupil personnel specialists and the teaching faculty to the significant influence multigenerational family issues may have on young people.

Objectives

Students will:

- analyze family roles and relationships in a case study;
- consider how different circumstances can affect family dynamics; and
- identify advantages and disadvantages of taking care of a grandparent.

Key Terms

caregiving, eldercare

Materials

Handouts: "A Case Study," "Assessing The Family Situation," "What If . . .," "Family Considerations" and "What Can You Do?" (see pages 22 - 26)

Procedures

1. If this activity is being used with a new group, allow sufficient time for personal introductions. Then pose the question, "Why is it important for young people to consider family circumstances when taking care of an older relative, like a grandparent?" Entertain answers from participants, but do not solicit personal experiences.

2. Hand out the case study (page 22) and invite a participant to read it aloud to the group. After reading the case study, ask participants, "How realistic or common is this family situation?" Responses usually consist of affirmative mumbles and head nods. The question is designed so that participants reflect on their own situations. The idea that they are not alone is reinforced.

3. Arrange participants in groups of about four. Allow participants approximately 15 minutes to discuss questions on the handout "Assessing The Family Situation" (page 23).

4. With the entire group, encourage participants to share comments on family issues which might arise in multigenerational households. Encourage additional comments to relevant questions such as: Is it the grandmother's fault? Should she be made the scapegoat for family problems? Emphasize that both positive and negative effects can be found in almost any situation.

5. If time permits, or in a future meeting, introduce the handout "What If . . . " (page 24). After discussing some of the possibilities, invite participants to add other "What if . . ." statements. Most participants will draw from their own experiences. For example, what if the grandparent has Alzheimer's Disease? What if the family is struggling financially?

Extension Activity

- Request information from the Alzheimer's Association 1-800-621-0379. One helpful pamphlet is titled "Alzheimer's Disease: Especially for Teenagers."

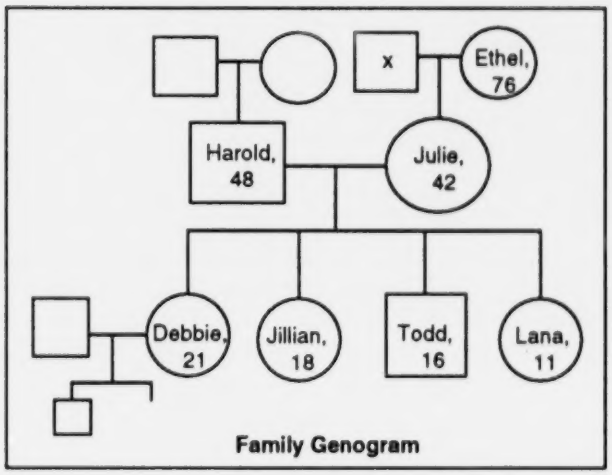
A Case Study

(For Use With Lesson 4 On Page 19)

Julie, 42, and Harold, 48, have been married 25 years. Harold has worked for a small company for the past 20 years and recently was promoted to a higher supervisory position. Julie devoted her attention to caring for their four children, but has worked part time at a department store for the past three years to help with family expenses.

Julie's widowed mother, Ethel, 76, has temporarily moved into Julie and Harold's home after being hospitalized for a mild stroke. Ethel hopes her health will improve so she will be able to move back to her own apartment soon. Julie and her mother always were very close. For years, Harold tolerated the daily phone conversations between Julie and her mother. But that was mild compared to the attention his mother-in-law is getting now. Julie and her mother enjoy sorting through old family photographs. More than anything else, Julie wants her mother to feel wanted.

Both Julie and Harold are concerned that the present living arrangements will become permanent, but neither has discussed the matter with each other or with Ethel. Both realize that Ethel's vision and hearing loss limit her mobility. Harold also is keenly aware of his own parents' declining health and fears what will happen to them in the future.



Family Genogram

Julie and Harold's oldest daughter, Debbie, 21, is married, lives an hour away, has a 2-year-old boy and is expecting her second baby. Julie and Harold like to keep their grandson on weekends when Debbie works. Debbie wants to visit her grandmother but has not had time.

Jillian, 18, is a high school senior and is involved in several after-school activities. Jillian is a good student and has been accepted to the college of her choice. Jillian was closest to her grandmother and did not mind that her grandmother moved in with them. However, she does not like to keep grandma company after school while her parents are at work. Several times she has refused after-school invitations and is embarrassed to invite friends to her house.

Todd, 16, has never liked being the only boy in the family. Outside of school he spends most of his time with friends. Julie and Harold worry about Todd's occasional drinking and his irresponsible, trouble-making friends. Todd has a casual, but not particularly close, relationship with his grandmother. Since she moved in, Todd spends more time away from home.

Lana, 11, is the "baby" in the family. Lana usually gets her way around the house without too much fuss. Even before Ethel moved in, Lana spent a lot of time with her grandmother. Her grandmother had time for her, unlike her parents or siblings.

Julie's older brother lives nearby but frequently is out of town on business. He visits two or three times a month, usually bringing a small gift for his mother. Julie's two younger sisters live an hour away. One is especially critical of their mother occasionally being left alone. The other sister cannot bear to see her mother so frail and avoids visiting and discussing any of the problems.

Assessing The Family Situation

(For Use With Lesson 4 On Page 19)

1. What does the brief description on page 22 suggest about Ethel's relationship with the following?

    a. daughter, Julie
    b. son-in-law, Harold
    c. grandchildren:

        Debbie
        Jillian
        Todd
        Lana

    d. other grown children, Julie's brother and sisters

2. As Julie and her family assume the responsibilities for taking care of Ethel, what positive and negative effects might result for the following?

    a. Ethel
    b. Julie
    c. Harold
    d. Debbie
    e. Jillian
    f. Todd
    g. Lana
    h. Julie's siblings

3. What can each family member do to help make the situation better?

    a. Ethel
    b. Julie
    c. Harold
    d. Debbie
    e. Jillian
    f. Todd
    g. Lana
    h. Julie's siblings

What If . . .

(For Use With Lesson 4 On Page 19)

Directions: Although the case study presents family dynamics within a three-generational family, caregiving circumstances become more complicated with other life events. Discuss how the family situation might be affected under the following circumstances.

1. . . . Julie were a single parent?

2. . . . Harold's parents needed assistance as well?

3. . . . Harold lost his job?

4. . . . Jillian, Todd and Lana were younger children in elementary and middle school?

5. . . . Jillian and Todd moved out of the house?

6. . . . Debbie divorced and wanted to move back home?

7. . . . Jillian, Todd or Lana came to you for help?

8. . . . this were your family?

Family Considerations

(For Use With Lesson 4 On Page 19)

Directions: Below are statements about possibilities and challenges of families that provide care to an older relative. What do you think about each statement? Do you agree or disagree? How would you elaborate or clarify points made in the statements?

1. All members of the family – young and old – are affected by changes involving care of an older relative.

2. Family members may be motivated to help older persons for a variety of reasons: love, respect, fear, shame, anger and/or guilt. Most have an overriding sense of obligation.

3. A troubled husband/wife or parent/child relationship may become more troubled with the added demands of eldercare giving.

4. Caring for an older family member can be a mutually rewarding and satisfying family experience. Families can benefit from helping their older members. By working together to find the best possible solutions to difficult problems, families build new relationships and strengthen old ones.

5. The major goal is to strengthen the family. This includes minimizing the stress for any one person while maximizing the independence of the older person to the extent possible.

What Can You Do?

(For Use With Lesson 4 On Page 19)

At times a young person may feel helpless if a grandparent or older relative becomes physically or psychologically impaired. While no one can stop the declining health condition of a loved one, here are some suggestions young people can use to manage grandparent care.

- **Be informed.** Learn about the health problems affecting your grandparents. What are the causes? Symptoms? Remedies?

- **Be balanced.** Involvement of family members varies widely from denial and withdrawal to overinvolvement. Persons who remove themselves totally from the situation are not helpful. Those who become overly involved may lose their own emotional perspective and neglect other responsibilities.

- **Be realistic.** Family irritations can come from unrealistic expectations of what you and family members can do. Do not expect more from yourself, older relatives or other family members than is realistic.

- **Be open.** Share your questions, concerns and suggestions. Talk with others in your family. Let your friends know what you are going through. It may help to talk with your teachers or school counselor.

- **Be calm.** While it is normal to become angry and frustrated in difficult situations, "blowing off steam" does not help. A positive approach encourages positive answers.

- **Be positive.** Your smiles and cheerful attitude can make a difference.

- **Be helpful.** If your family is taking care of an older relative, you can help by volunteering for extra household chores.

- **Be accepting.** In situations which cannot be changed, the only thing to do is cope.

LESSON 5

When Grandparents Are The Only Parents

Introduction

More grandparents are taking care of their grandchildren. The 1990 United States Census reported that 3 million children (5 percent) have grandparents as their primary caregivers. It is believed that the percentage is actually higher than would be revealed through self-reporting census data. This trend is across racial and socioeconomic groups and has enormous social and legal ramifications. Pupil personnel specialists may use this activity as a classroom exercise for students, in-service material for co-workers, an after-school student group discussion, or for a grandparent support group led by school or community counselors.

Objectives

Students will:

- know that a growing number of grandparents are the primary "parents" to young children;
- understand some of the mixed feelings family members have; and
- express personal viewpoints.

Materials

Handout: "When Grandparents Are The Only Parents: Different Perspectives" (see pages 28-29)

Procedures

1. Introduce the handout by presenting information in the introduction. Talk about the word "perspective." Illustrate by explaining how artists use different perspectives in their paintings to convey messages or themes. Then use examples of perspectives in real-life situations, explaining how persons experience events from different points of view.

2. Read the handout, which gives three different perspectives on family arrangements where the grandparent becomes the parent. Invite initial reactions to the case studies.

3. Discuss the case studies by using the following leading questions: (a) What feelings did both the grandmother and grandchild express? (b) What were their concerns and worries? (c) What kinds of help and support do the grandmother and grandson need?

4. Encourage students to be aware of and sensitive to different family situations. Growing up is not easy. Nor is being a parent. For some families, grandparents are the best "parents."

Extension Activities

- Arrange a special open house for grandparents. Inform them about the school and allow opportunities for them to meet other grandparents.
- Initiate a support group for grandparents raising grandchildren.

When Grandparents Are The Only Parents: Different Perspectives

(For Use With Lesson 5 On Page 26)

From a grandmother's perspective

My husband and I became foster parents to our grandson Joey when he was 4 years old. Our daughter, Joey's mother, was incapable of taking care of her son. She had no steady employment and was arrested for drug use. She was not emotionally capable of handling a small boy. We were concerned that she was physically abusive. Her boyfriend showed no interest in being a responsible father.

We may not have been the best parents in the world, but we did the best we could. Once kids reach a certain age, you can't make them act responsibly. We could let our daughter suffer the consequences of her behavior. After all, it is her life. But why should our grandson suffer? Although our daughter objected, we had to take control for Joey's sake.

It hasn't been easy. First we had to work with the Department of Social Services and the judicial system. People interrogated us as if we were the bad guys. The prejudices we felt from social workers, lawyers, judges, therapists and teachers were painful. We are working now on the legal papers to be Joey's adoptive parents.

Our life became a repeat performance of when our children were younger – P.T.A., the zoo, babysitters, extra laundry, bedtime stories, buying sneakers, "brush your teeth" and "pick up your toys." But we love Joey and wouldn't have it any other way.

We worry about Joey constantly. What do we tell him about his mother and father? How much does he need to know? Will we be healthy enough to keep up with him as he gets older? If we failed our daughter, what makes us think we can do any better with our grandson? Is Joey embarrassed by us when his friends come over? What will it be like when he is older? Will we still be around?

From a young mother's perspective

I love Joey very much. I want what is best for him. I wish I could have given him a normal home but I didn't. I look at other kids and their parents and think about what I could have had. I miss not being able to do things with my son, like taking him roller skating or to the movies. I hear other parents complain about their kids. I can't complain.

My parents won't have anything to do with me. It is as if I never existed. I can't even see my own son. They treat me like a criminal. I hate what happened but, at the same time, I know that they are doing what they think is best.

I never intended it to turn out like this. If I had it to do all over again, I would change my life. I'd kick my drug habit and get my life together. I wouldn't have been fooled by my boyfriend, thinking he would always be here. I would have kept Joey – raised him myself. Somehow, maybe we could have managed. But then I guess it is better for him the way it is.

I wonder what Joey thinks of me? What do my parents tell him? What does he tell his friends? Can I ever make it up to him? Will he ever forgive me?

From a young child's perspective

I moved in with my grandparents when I was 4 years old. I am 13 now, so that means I have lived with my grandparents for almost 10 years.

It's OK, I guess. My mom and dad had some disagreements and they couldn't really take care of me. They loved me, but it was tough for them to get jobs, I think. I'm not sure exactly how it all happened. Once I remember a judge asking me about how my mom treated me. She used to beat me, but then I probably deserved it. Maybe if I had just kept quiet, things would be different now.

My grandparents are really old – about 55 I think. All of their friends are old, too. None of their friends have children my age. It is so embarrassing when they go to school and my friends ask me if they are my parents.

My grandparents won't let me do anything. They are so old-fashioned. They tell me they don't want me to end up like my mom. I have to go to church all the time. None of the other kids' parents make them go to church. They always ask me dumb questions. I guess they're just trying to be friendly.

Do I like anything about living with my grandparents? Sure, I guess. My grandmother makes great chocolate chip cookies which she puts in my school lunch bag. The other kids try to take them from me or trade for one of their cookies. I just say, "No way!" My granddad takes me fishing. None of the other boys get to do that. It's great. Actually, my grandparents do a lot for me.

It s probably better for me to stay with my grandparents. I wouldn't want to live in a foster home or have someone else as parents. Sometimes grandparents are the *best* parents.

INTERGENERATIONAL WORKSHOP
Organization

Introduction

This one-day workshop – "Intergenerational Fun Shop" – originally was developed as part of a community substance abuse prevention program. As few as 20 and as many as 150 participants are organized into small groups of eight members each, with at least two representatives from three different age groups. At different times participants work alone, with a different-aged partner, in subgroups of four, in groups of eight, and with the larger group of all participants. Group leaders may use the 10 individual activities as a one-day event or a five-part intergenerational discussion group. After the structured activities of the intergenerational workshop, group members might work collaboratively on other community or school projects. Suggested schedules for both the one-day event and five-part discussion series are provided as handout materials.

Pupil personnel specialists who are skilled in leading groups will enjoy facilitating the intergenerational activities. For a larger all-day workshop, co-leaders are recommended, preferably a male and a female. For smaller after-school groups, one facilitator can lead the group.

Several community groups may join the school in sponsoring the intergenerational program, including senior citizen and youth service organizations, churches and synagogues, YW and YMCAs, public and private schools, home extension agencies, and human service organizations. Having several sponsors increases community participation, generates more publicity, and generally makes for a more successful program.

Objectives

Participants will:

- practice problem-solving and negotiating skills;
- practice effective verbal communication skills, including self-disclosure, listening, confronting and adapting;
- increase understanding and respect for people of different ages; and
- examine preconceived notions about *kids*, *teenagers* and *old people*.

Materials

"One-Day Event," page 31, and "Discussion Group Series," page 32;

Procedures

1. Choose an appropriate meeting site. A comfortably crowded room encourages members to form physically closer groups. Folding chairs are necessary to allow groups to move easily from larger and smaller group discussions. School facilities may be less desirable than community centers for a one-day event because of possible interruption by bells and students who are not participating in the workshop.

This intergenerational workshop was originally developed in 1980 by Donna Couper, director of the Connecticut Aging Awareness Project, and Larry Silverman for Shenendehowa Schools, Clifton Park, NY. For a program evaluation, see Couper, D., *Intergeneration Workshop: Program for Change* (Master of Arts Thesis, University of Connecticut, 1984).

2. Make arrangements for three different age groups to participate. Choose students from classes whose teachers support the intention of the workshop. Use a community organization to identify adult participants. Persons with disabilities who are unable to participate in activities which require physical mobility may serve as coaches and spokespersons.

   Students, Grades 5 - 7. These students provide energy and spontaneity. Students in this age group relate to the intergenerational activities because of the numerous physical, social, emotional and cognitive changes they experience. The transition from elementary to secondary school often is characterized by fears and uncertainties.

   Students, Grades 11 and 12. This age group is at an important transitional period as students make plans for leaving home, going to college, marrying and working. High school students tend to emerge as coordinators for the groups by helping and encouraging the younger and older participants.

   Adults. This group can include anyone over 30, but the preference is for adults over 50 – persons older than the students' parents. Many older adults are entering a transitional period of retirement, grandparenting or widowhood. Middle-aged adults often are experiencing adjustments to increased family and work demands.

3. Ask high school students to write letters to younger and older persons who will be participating. The letters prepare participants and serve as a reminder to dress comfortably and bring a bag lunch.

4. In preparing the workshop site, teachers may ask students to prepare posters related to the workshop theme which can be hung on the walls. Organize folding chairs in rows. On the backs of the chairs tape index cards with group numbers boldly visible. Chairs are numbered so that groups can easily form circles after introductory remarks. Participants receive workshop materials with their group numbers.

5. For the one-day workshop, label packets of handouts with group numbers. Adult, high school and elementary participants receive packets coded "A," "H" and "E," respectively. After each code is a number indicating the group number. For example, if the packet an elementary student received were labeled "E-6," he or she would sit in one of the chairs numbered "6" and be a member of group "6."

   Packets are numbered consecutively up to the number of groups anticipated. For example, if 80 participants were expected, the packets would need to be made for 10 groups of eight members each. Before the workshop begins, make last minute group adjustments. The small-group dynamics are better without the camaraderie of close friends. The single consecutive numbering procedure eliminates that issue.

One-Day Event

Intergenerational

Fun-Shop

9:00		**Registration:** Welcome!
	1.	**Getting Started**: What's happening
9:15	2.	**Who's Who**: Getting to know you
10:00	3.	**What If . . .**: Individual and group decision making
10:25	4.	**Group Check-up**: A self-examination
10:35	5.	**Starting Over:** Identifying what/who is important to others
11:00	6.	**Life Inventory:** A look at major themes and events in our lives, our hopes and our aspirations
11:30		**Lunch**
Noon	7.	**Mime and Gibberish**: Cooperation/competition activity
12:15	8.	**Communicating Differences:** An opportunity to listen and persuade, understand and differ
12:55	9.	**Strength Bombardment:** A time of giving and receiving
1:30	10.	**Evaluation:** Looking over our day, thanks and goodbyes

Discussion Group Series

Intergenerational Fun-Shop

Week 1	1.	**Getting Started**: What's happening
	2.	**Who's Who**: Getting to know you
Week 2	3.	**What If . . .**: Individual and group decision making
	4.	**Group Check-up**: A self-examination
	5.	**Starting Over:** Identifying what/who is important to others
Week 3	6.	**Mime and Gibberish**: Cooperation/competition activity
	7.	**Life Inventory:** A look at major themes and events in our lives, our hopes and our aspirations
Week 4	8.	**Communicating Differences:** An opportunity to listen and persuade, understand and differ
Week 5	9.	**Strength Bombardment:** A time of giving and receiving
	10.	**Evaluation**
		Next Steps: Planning for future activities

Activity 1 – Getting Started

(For Use With Intergenerational Workshop)

Introduction

Workshop leaders delivering the opening remarks must express to participants their excitement for the day's event, thereby setting the tone for the day. The introduction includes a general description of the workshop, together with objectives and ground rules.

Objectives

Participants will:

- become familiar with workshop leaders; and
- understand the purpose, ground rules and format.

Materials

ropes

Procedures

1. Acknowledge key organizations and individuals who assisted in planning the workshop. Introduce workshop facilitators. A sample introductory presentation for the co-facilitators follows:

   Leader A. We appreciate the efforts of all who made this day possible and are especially happy to see you here. Let's check first to make certain everyone has at least one partner who is of a different age. Find someone with the same numbered seat as yours and who is of a different age. (If someone does not have a partner, take the time to work out group membership as best as possible. This may be accomplished unobtrusively by the co-leader or other organizers without interrupting the workshop.)

   Let me tell you what we have in store for you. First, the workshop will be exciting and fun. It will also be a day of learning as we share ideas and feelings. We will tap into the enormous variety of experiences represented here. We will participate in the same activities, yet we will experience them differently. Our learning will come from our discussions with others as well as from our own internal, private discussions.

   There are three ground rules that will help to make this day fun and educational.

   First – *Participate*. Only when we become involved do we grow and help others to grow. Participation includes sharing part of ourselves and encouraging others who have a genuine desire to understand. Attentive listening is one of the most beneficial ways to participate. What we learn today will largely depend on how much and how well we participate.

Second – *Be positive.* Be open and accepting of others and of yourself. Would you look around this room for a moment? Go ahead. Take a look behind you . . . around you. Imagine the special, unique qualities of every single person here: some are shorter, taller, older, younger, and have lighter skin or darker skin. In many ways, you will be showing to yourself and to others the uniqueness of each person here.

Third – *You have the right to pass.* Feel free to pass on any parts of the activities in which you might feel uncomfortable. Do not feel pressured to do or say anything. Simply indicate your desire to pass and your group will respect your request without question.

2. **Leader B** (with three different lengths of rope). What happens today will be like magic. Let me explain. I have three ropes. The three ropes are of different lengths; don't you agree? (ALLOW TIME FOR RESPONSE.) One is a short rope, representing someone with fewer years of experience. One is a long rope, representing someone with more years of experience. And one rope is somewhere between the other two. (SHOW ROPES, ONE AT A TIME.)

   Today, we will be putting our heads together, trying new ideas and sharing experiences. And in the end we will see how we are all the same. Let me show you how it works. Just by putting the six ends together, all the ropes are the same. Right? (ALLOW TIME FOR RESPONSE. THEY WILL POINT OUT THAT THE "MIDDLES" OF THE ROPES ARE STILL UNEQUAL.)

   You are right. If we just look at the surface, at the top, the heads are together. But if we look underneath, they are still very different. But what would happen if we were really to stretch our minds? Then, would they look more similar? Well, let's try it. (ASK FOR A VOLUNTEER TO STRETCH ONE END OF THE THREE ROPES.) On the count of three, stretch these three ropes. Ready? Follow my directions and you shall see. These ropes are equal: One-two-three. (PAUSE. SHOW THREE EQUAL-LENGTH ROPES.)

   As a result of coming together today, we will realize that our similarities do outweigh our differences. If we accomplish our tasks today, we will leave with (PULL EACH ROPE SEPARATELY SO THAT THREE DIFFERENT-LENGTH ROPES AGAIN APPEAR.) improved communication, increased understanding of persons different from us and a better sense of who we are.

The trick to the trick. Present for examination three soft cotton ropes, 12, 24 and 36 inches long. Hold the ropes between the thumb and index finger of your left hand. They should be in this order: short (rope S), long (rope L) medium (rope M), with S being closest to your hand (Figure 1). The key to this trick lies in how you bring the ends of the ropes together. In bringing the bottom of the short rope up, be sure to place it between ropes L and M (Figure 2). Subtly twist the short rope in front of the long rope. To the participants this will appear as if you are simply trying to even the ends of the ropes (Figure 3). You have now formed a loop which you will use later. Next, bring the bottom end of the medium rope up next to the short rope (Figure 4). Finally, bring the bottom of the long rope up next to what was originally the top of the medium rope (Figure 5). With your right hand, grab the three ends on the right side; your left hand will continue to hold the three ends on the left side. Proceed to draw your hands apart, being careful to conceal the small loop as you pull. This will give the appearance of the ropes stretching so they are all of equal length (Figure 6).

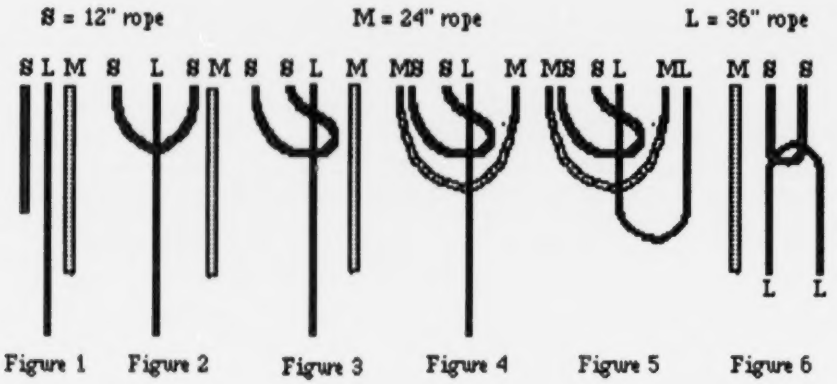


Figure 1 Figure 2 Figure 3 Figure 4 Figure 5 Figure 6

Rope trick adapted from Goodman, Joel and Furman, Irv.
Magic and the Educated Rabbit.
Paoli, PA: McGraw-Hill, 1981, pp. 78-79.

Activity 2: Who's Who

(For Use With Intergenerational Workshop)

This activity gives participants time to become acquainted through a structured activity. It is divided into three sections. First, participants complete information on their name tags (10 minutes). Second, participants explain the information on their name tags to their partners (10 minutes). Third, partners introduce each other to other members of their small group (20 minutes). The activity can be modified to fit the specific group circumstances.

Objectives

Participants will:

- get to know and become interested in other group members; and
- begin the process of trust building through a structured self-disclosure activity.

Materials

5- x 7-inch index cards, masking tape, pencils, and chalkboard or overhead projector

Procedures

1. Give each participant a 5- x 7-inch plain index card.
2. In the middle of the card – in bold letters – participants write the name by which they wish to be called, such as a nickname, first name, or Mr, Mrs. or Ms. The leader models this by writing his or her name on the board, newsprint or overhead projector. If the leader uses a first name, adult participants more likely will use their first names.
3. Participants then are asked to add information about themselves in different corners of their cards. The leader models this procedure by answering each of the following suggested questions.
    a. What activities ending in "ing" do you enjoy?
    b. What is a place and time you are most yourself?
    c. What would you buy with an extra $50?
    d. What are the initials of a person who makes you smile?
    e. What are the initials of a person you are concerned about?
    f. What are the initials of a person who is always there for you?
    g. What would you like to do when you get older?
    h. What other information would you like to tell your partner about yourself that will give him or her an additional clue as to who you are?
4. The leader models the next stage of the activity by displaying his or her name tag. A brief explanation of the information is given rather than a simple reading of the card.
5. Participants then pair off and are given approximately six minutes to learn as much as they can about each other. While participants are learning about their respective partners, Leader B can explain his or her name tag to Leader A.
6. Leader A then introduces Leader B to the audience, based on information just learned. B sits facing the audience and A stands behind B with hands resting on B's shoulders. Leader A does not say everything on B's card, but only what A recalls.
7. Groups of eight participants are asked to position their chairs so they are seated in circles. Each person takes a turn, standing behind and introducing his or her partner. Participants tape name tags onto themselves with masking tape.

Activity 3: What If . . .

(For Use With Intergenerational Workshop)

Introduction

This low-risk activity requires minimal self-disclosure, with emphasis on group problem solving. It prepares the group for higher risk and more complicated activities. It takes approximately 25 minutes to complete.

Objectives

Participants will:

- examine items of personal value; and
- increase group communication and cooperation.

Materials

Handout: "What If . . .," (see page 38)

Procedures

1. Each participant reads the following: Your group is in training as astronauts. You soon will be going as a group to start a new civilization on Mars. You need to decide which items from Earth you want to take with you. You have the minimal necessities, such as oxygen, food and shelter, plus you have electrical power; however, your group may only bring five items on the space ship. By yourself, take the next two minutes to write down five items you would most like to bring. Write down those things which make life special, more meaningful or more enjoyable. These are things you would not want to leave behind during your long stay on Mars.

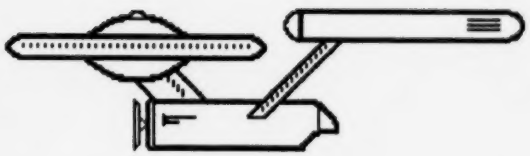
2. As a group, you have 15 minutes to decide which five items you are taking. The things the group agrees to take can be anything, but the group **must** agree on all items – without voting. (Permit voting for groups that could not reach consensus in the allotted time.)

3. Group volunteers report on their five necessities at the end of 15 minutes. The leader can ask brief processing questions such as:

    - Did you hear any similarities?
    - What do these items say about what we value?
    - How did it feel having your ideas included on the group list? Not included?

    (Note: The major processing of this exercise is in Activity 4, Group Check-Up. To save time, the above questions may be asked without calling for verbal responses but giving sufficient wait time between questions to allow individuals to consider each question privately.)

(For Use With Activity 3 On Page 37)



What If . . .

My Choices	Group Choices
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Activity 4: Group Check-Up

(For Use With Intergenerational Workshop)

Introduction

This activity serves as a control and monitor of group members. Timid members are encouraged to participate more actively, and domineering members are encouraged to be more attentive to others. It takes approximately 10 minutes to complete.

Objectives

Participants will:

- increase awareness of their roles in the group; and
- encourage positive behavioral changes among other group members.

Materials

Handout: "Group Check-Up" (see page 40)

Procedures

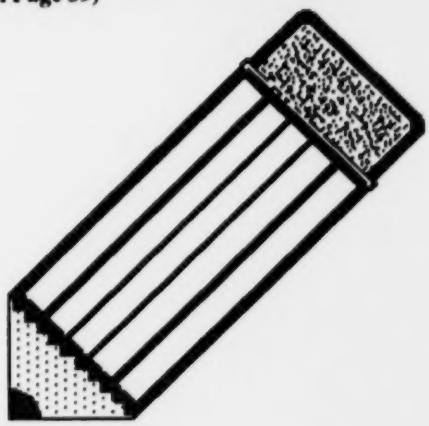
1. Participants take about two minutes to complete the personal questions under the section, "How did I do?" This information is *not* to be shared with other members.

2. In their small groups, participants then discuss the group evaluation questions under the section, "How did we do?" Allow about five minutes.

3. The leader asks for volunteers to report on what they found helped their groups. The leader writes comments on the chalkboard for other groups to see.

(For Use With Activity 4 On Page 39)

Group Check-up



How did I do? (to be answered by individuals)

1. How well did you listen to the others in your group?

   Not at all 1 : 2 : 3 : 4 : 5 Completely

2. Did you allow yourself to be pressured into changing your mind?

   Never 1 : 2 : 3 : 4 : 5 Always

3. Did you hold the group back by refusing to change your mind?

   Never 1 : 2 : 3 : 4 : 5 Always

4. Did you feel you had the only right answers?

   Never 1 : 2 : 3 : 4 : 5 Always

How did we do? (to be discussed with the group)

1. What helped to get the group started?
2. What helped encourage individuals to share their ideas?
3. Were any one person's ideas completely accepted?
4. Were any one person's ideas completely rejected?
5. What changes might be made to help the group and individual members?

Activity 5: Starting Over

(For Use With Intergenerational Workshop)

Introduction

This activity requires more complicated group problem-solving skills. Participants will need to formulate their own opinions, communicate the rationale behind these opinions and negotiate with other group members. It requires between 25 and 30 minutes.

Objectives

Participants will:

- examine personal attitudes and values; and
- increase group cooperation and cohesion.

Materials

Handout: "Starting Over Work Sheet" (see page 42)

Procedures

1. Groups are told that there has been a change in plans from the "What If . . ." activity. They personally will not be going to Mars. In their place will be five other people. They have a list of 12 people who want to start a civilization on a new planet. Their group assignment is to choose five of the 12. Their choices will influence the kind of civilization it will be.

2. The leader gives individuals about two minutes to decide which five they have chosen. Then, as a group, they decide which of the 12 should go to Mars. Use the ideas on helpful group work from Activity 4. Again, no voting. Your group has 20 minutes.

3. At the end of 20 minutes, groups report on whom they chose. The leader tallies them on a chart visible to everyone by asking the group for a show of hands.

4. Suggested process questions are:
   a. Did your group cooperate better this time?
   b. Did you use some of the suggestions from the check-up exercise?
   c. What does this list say about your concerns in life and your values?

5. In reflecting on the last two activities, take a moment to think about the questions at the bottom of the work sheet on page 42.

Starting Over Work Sheet

(For Use With Activity 5 On Page 41)

1. Policewoman with a gun
2. Mechanic, 17
3. Sixth grade student who won state scholastic test
4. Pregnant woman, 18; quit school at 16
5. Pregnant woman's husband
6. Famous movie star
7. Farmer with a disability
8. Electrical engineer, 70
9. Medical doctor, in jail for tax evasion
10. Theology professor and counselor
11. Nutritionist
12. Olympic athletic coach

My Choices	Groups' Final Decisions

* *

What do your choices say about what is important to you?
How do your choices compare with others in your group?

Activity 6: Life Inventory

(For Use With Intergenerational Workshop)

Introduction

This activity permits open communication about eventful and difficult moments. The sentence stems in the handout intentionally begin and end on positive thoughts. Group members begin to realize the similar feelings and needs they share, regardless of age. This is a quieter, slower-paced exercise. Allow about 45 minutes. It should not be used as an introductory activity for an intergenerational group, but rather after all members are familiar with one another.

Objectives

Participants will:

- increase communication, empathy and trust among group members; and
- realize the similarities and differences in members' life experiences.

Materials

Handout: "Life Inventory Work Sheet" (see page 45)

Procedures

1. Introduce the activity with a magic trick. A sample patter follows.

   I want to tell you a story about a friend of mine named Bill – Bill Bottle. [HOLD OUT THE BOTTLE.] Like all of us, Bill had his "up" times [HOLD BOTTLE UPRIGHT] and "down" times [HOLD BOTTLE SIDEWAYS]. Recently, he was feeling really down in the dumps. Things just had not been going his way. You might say Bill was nearly at the end of his *rope*. [INSERT ROPE INTO BOTTLE, AND SHOW THAT IT IS NOT ATTACHED]. In the next activity, you will have a chance to reflect on some of your "down" moments [INVERT BOTTLE AND SHOW THAT THE ROPE DOES NOT FALL], and talk about the "high points" in your lives [TURN BOTTLE SO THAT IT IS NOW HANGING FROM THE ROPE.].

   The trick to the trick. Beforehand, secretly drop a round cork into a dark or painted bottle. When the bottle is inverted, the cork will fall and form a wedge against the rope in the neck of the bottle. After the "miracle" has been completed, you may need to get rid of the evidence. To do this, push down on the rope while holding the bottle. This will dislodge the cork. Hand the rope to one of the participants for examination. Meanwhile, subtly invert the bottle with the neck held in your hand – allowing the cork to fall unseen into your palm. Hand the bottle to another participant for examination. You may "unload" the cork by placing your hand in your pocket. (Adapted from Goodman, Joel, and Furman, Irv. *Magic and the Educated Rabbit.* Paoli, PA: McGraw-Hill, 1981, pp. 78 - 79.)

(continued)

2. Allow individuals time to reflect on the sentence stems in the handout. Then form subgroups of four. If possible, allow groups to meet outside the room, or where they would have minimal interference from other nearby group conversations.

3. Ask groups to discuss the sentence stems in the order in which they are presented. Each person may share what comes to his or her mind for each statement. Participants are free to share ideas and discuss other issues and concerns generated by the sentence stems. This is a chance to talk and to listen, without prying or giving advice.

Life Inventory Work Sheet

(For Use With Activity 6 On Page 43)

1. The happiest time or period in my life was . . .

2. When I was a young child . . .

3. A low point in my life was . . .

4. I would really like to . . .

5. There are times when I . . .

6. I miss . . .

7. I am trying to improve . . .

8. I felt close to_____ when . . .

Activity 7: Mime and Gibberish

(For Use With Intergenerational Workshop)

Introduction

This is a fun and active exercise that is consistent with the workshop theme. It is a successful way to establish the momentum lost with a break for lunch. It takes about 15 minutes to complete.

Objectives

Participants will:

- practice group cooperation; and
- prepare for the next confrontation-communication activity.

Materials

Leader's list of game words, prize box and handout: "Mime and Gibberish Work Sheet" (see page 47)

Procedures

1. Each group sends one volunteer to the nearest workshop leader, who shows the volunteers a word that they will act out using mime and gibberish. When the group gets the word, another representative runs to the closest person with the word list, communicates the word just acted out by the group, and receives the next word to be acted out. When the group has all nine words, members must figure out the word at the bottom from the scrambled letters. The words for this game are: help, work, carry, shake, talk, love, one, play, attention. The scrambled word is *cooperate*.

2. When group members unscramble the letters, they send a representative to the person in the middle of the room who is holding the prize box. (Fill the box with gifts for group members, such as sugarless candy, pens or pencils.)

Mime And Gibberish Work Sheet

(For Use With Activity 7 on Page 46)

1. ___ ___* ___ ___

2. ___ ___ ___* ___

3. ___* ___ ___ ___ ___

4. ___ ___ ___ ___ ___*

5. ___* ___ ___ ___

6. ___ ___* ___ ___

7. ___* ___ ___

8. ___* ___ ___

9. ___* ___ ___ ___ ___ ___ ___ ___ ___

ANSWER ___* ___* ___* ___* ___* ___* ___* ___* ___*

Activity 8: Communicating Differences

(For Use With Intergenerational Workshop)

Introduction

This activity encourages participants to express differences of opinion and to be open to the opinions of others. The statements in this exercise are intended to raise sufficient disagreement without being extremely emotion laden.

Objectives

Participants will:

- practice listening skills during confrontational situations; and
- increase understanding and acceptance of different points of view.

Materials

Handout: "Communicating Differences" (see page 49)

Procedures

1. Participants read the statements silently and rate their positions based on their interpretations.

2. Participants then will discuss in their small groups of four any of the statements on which they hold differing opinions. One person speaks at a time. The person speaking should not be interrupted. A listener earns the right to present his or her position only after stating the speaker's position and after the speaker gives the listener permission. The purposes are to let the other person understand your position and to understand how the other person thinks and feels about the subject. No one person is to monopolize the conversation. Rather, it should be an equal exchange of ideas.

3. This format of clarifying an opposing point of view before presenting one's own opinion may be new to participants and may need further clarification. Be prepared to model the procedure in a short exchange with the co-leader over some trivial subject like: "School buses should be purple instead of yellow," or "The cafeteria staff is more important than the superintendent of schools."

4. The leader processes the exercise after about 30 minutes of small-group discussions by asking volunteers to comment on these suggested questions.

    - How did you feel having someone repeat what you said before they presented their position?
    - What effect did repeating the other person's comments have on you?
    - How many of you changed your opinions on some issues?

Communicating Differences

(For Use With Activity 8 On Page 48)

A. Strongly agree

a. Mildly agree

d. Mildly disagree

D. Strongly disagree

A	a	d	D	1.	Adults do not understand children.
A	a	d	D	2.	Grandparents should save their money for retirement, rather than help their grandchildren with college expenses.
A	a	d	D	3.	When people get old, their children should take care of them.
A	a	d	D	4.	It is good for boys to play with dolls and for girls to play football.
A	a	d	D	5.	Young people take more drugs (including alcohol) than they did 10 years ago.
A	a	d	D	6.	Being young is better than being old.
A	a	d	D	7.	The happiest people are the richest people.
A	a	d	D	8.	Schools should allow teachers to spank disruptive students.
A	a	d	D	9.	Computers are hurting more than helping our lives.
A	a	d	D	10.	People should make friends with persons both younger and older than they are.

Activity 9: Strength Bombardment

(For Use With Intergenerational Workshop)

Introduction

Positive feedback is needed after the communication/confrontation activity. This activity is a positive way to end a one-day workshop or to launch groups into other intergenerational projects.

Objective

Participants will:

- exchange positive feedback with group members.

Materials

Handout: "Strength Bombardment" and "List of Adjectives" (see pages 51 and 52)

Procedures

1. Groups of four participants, preferably the same groups formed during the Life Inventory activity, form circles. (If more than 30 minutes of time are available, groups can be larger.) Participants write the names of group members, including themselves, on the boxed lines of the handout.

2. Allow about two minutes for participants to think about the three sentence stems on the handout. Each participant then shares his or her responses to the strength statements.

4. From the list of adjectives provided (page 52), participants fill in the box for each person with words they think best describe their fellow members. Encourage participants to come up with at least two different descriptive words for each person.

5. Participants then tear the boxed descriptions along the dotted lines. Group members take turns focusing on one member at a time by reading their selected descriptions. (Example: "Sally, I think you are musical, energetic and kind.") After reading the descriptions, participants give the member his or her description box. The focus person may only say "Thank you."

Strength Bombardment

(For Use With Activity 9 On Page 50)

Something I do well is . . .

A success I had at home, school or work last year was . . .

I am able to help by . . .

Tear Here

List Of Adjectives

(For Use With Activity 9 On Page 50)

Careful
Convincing
Friendly
Musical
Steady
Energetic
Trusting
Gentle
Loyal
Exact
Humorous
Knowledgeable
Forceful
Dependable

Sharp
Capable
Certain
Overcoming
Looked up to
Ambitious
Individualistic
Consistent
Honorable
Productive
Determined
Respected
Go-getter
Understanding
Charming
Stable
Unique
Neat
Persistent
Tactful
Leader
Efficient
Confident
Cooperative
Self-directed
Open-minded

Adjusted
Flexible
Thoughtful
Busy
Kind
Caring
Intelligent
Full of ideas
Accurate
Helpful
Thinker
Clever
Eager
Growing
Active
Planner
Unselfish
Self-aware
Likes new ideas
Manager
Happy
Orderly
Outgoing
Searching
Original
Giving

Activity 10: Evaluation

(For Use With Intergenerational Workshop)

Introduction

The workshop is not complete without an evaluation to provide feedback and assist in planning future intergenerational programs. The format and content of the evaluation may reflect the questions and concerns of the sponsoring agencies. The form should be short and simple. More extensive evaluation may be conducted through questionnaires or interviews prior to and following the workshop.

Objectives

Participants will:

- evaluate the effectiveness of the program; and
- reflect on what they learned during the day.

Materials

Handout: "Intergenerational Workshop Evaluation" (see page 54)

Procedures

1. Hand out evaluation forms to participants.

2. Stress the importance of everyone completing the evaluation. Explain how it will be used.

3. Allow time for participants to exchange addresses and bid farewell. If the groups will be working together on future projects, allow time to explain the next phase.

Intergenerational Workshop Evaluation

(For Use With Activity 10 On Page 53)

Please write down your responses to at least two of the sentence stems below.

I liked . . .

I wish . . .

I learned . . .

Working with people of different ages is . . .

Next time . . .

Other comments:

Check one of the following:

I am _____ an elementary school student.
_____ a middle school student.
_____ a high school student.
_____ an adult community resident.

Thank you!

Note to adult participants: If you would like information about other volunteer opportunities at the school, please leave your address and phone number with the workshop leader. Our schools need mentors, reading buddies, guest speakers, library resource persons, computer assistants and much more. Let us know about your interests.

EPILOGUE
Why Teach About Aging?

By FRAN PRATT
Director of Special Projects
Center For Understanding Aging

Children learn about aging whether we teach them or not. The issue is not whether they learn, but rather what they learn about the lifelong process of growing up and growing older. If left to happenstance, children learn about aging in the same ways they learn about so many things – simply by absorbing whatever they hear or see, often without being able to distinguish between fact and fiction. We might call this learning by osmosis. All too often, what children learn about aging by osmosis is based on myths about the aging process and on stereotypes of older people that are deeply entrenched in our culture. These myths and stereotypes are transmitted from one generation to another in our language, humor and literature, and through all the media by which we perpetuate the knowledge, values and attitudes of our society.

Not everything that children learn about aging is negative. As with adults from whom they learn, children's attitudes about aging are complex and ambivalent, reflecting the mixed feelings of society as a whole. Yet research shows that, even at a very early age, children may already have internalized ideas that can serve as a breeding ground for ageism (age prejudice) and gerontophobia (fear of aging).

Similarly, not everything children learn about the process of aging is false. Yet, again, research demonstrates that what children know about the process of growing up and growing older is a mixture of truth and misinformation. Like many adults from whom they learn, their perspective on life in the later years (and of their own future as people who will someday grow old) is often dominated by a view of aging as a process of decline, rather than one of growth and fulfillment. A child's view of what it means to grow old frequently emphasizes physical and mental handicaps, loneliness and isolation, institutionalization and dependency. What is missing is the vision of life at all ages as characterized by wellness of body and mind, involvement with others, and independent lives connected to the community at large. In other words, children fully understand the problems that often accompany old age. What they do not understand is the great potential for happiness and wellness throughout long life when people exercise good habits of mental and physical health, and when they live in a society that provides opportunities for them in later years to remain active participants in the mainstream of life.

Children today are expected to live longer than any previous generation and, barring unforeseen circumstances, to live out their long lives in a progressively aging society. Since the beginning of the century, average life expectancy at birth has steadily climbed from 47 to 74 years, which means that half the children born in the 1980s should live to their mid-70s, even if no new breakthroughs in medical technology and health care develop to extend their lives further.

When today's elementary school children become tomorrow's senior citizens, they will be among those one out of four Americans who already have passed their 60th birthday. This "longevity revolution" of the 20th century brings vast implications for all aspects of life. Greater longevity and changes in the age composition of the population have had, and will continue to have, an enormous impact on the family, careers and retirement, education, medicine, business, government and the distribution of public resources. All living Americans, and especially the young, will live out the rest of their lives facing new challenges on age-related issues that

will require intelligent decisions based on knowledge and comprehension, not on myth and misinformation.

For all these reasons, children need to learn about aging. It is better to prevent than to cure, easier to learn than "un-learn." Children should begin at the earliest possible age to develop a healthy and realistic view of aging, to understand that they can maximize their own opportunities for quality of life, and to develop understanding of the complex issues of living in an aging world. None of us, and least of all young people, can afford to face our individual or collective future(s) guided by ageist myths and stereotypes or by patterns of age discrimination and gerontophobic behavior. If preparation for the future was ever a goal of education, then education about aging should clearly be a high priority for all who play a role in educating and socializing the young.

Fran Pratt can be reached by writing to 200 Executive Blvd., Suite 202, P.O. Box 246, Southington, CT 06489.

Connecticut State Department on Aging

Community Services Division
Christine M. Lewis, Director
Program Management

David Shuldiner, Coordinator
Humanities Program

Connecticut State Department of Education

Division of Teaching and Learning
Betty J. Sternberg, Associate Commissioner

Bureau of Curriculum and Instructional Programs
Ann Serratore, Chief

Daniel W. Gregg
Consultant in Social Studies

Editor
Donald G. Goranson, Jr.

Production
Janet I. Montague

Publications Office
Marsha J. Howland
Director of Publications

It is the policy of the Connecticut State Board of Education that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program, including employment, because of race, color, religion, sex, age, national origin, ancestry, marital status, mental retardation, mental or physical disability, including, but not limited to blindness.

QUI TRANSTULIT SUSTINET